

## A READING AND WRITING LESSON PLAN

### CLASS PROFILE AND TEACHING CONTENT

The school for which the following lesson plan is designed, is located in the north-west area of Madrid. I currently teach in the 1<sup>st</sup> ESO Advanced Curriculum Linguistic Section, in a group of 27 students. Most of them have passed the Cambridge KET exams (A2 level in the Common European Framework of Reference for Languages). Two of them have even passed the PET exams (B1 in the CEF) before entering the Linguistic Section.

Being a school which has recently entered the CAM Bilingual Project, its library is in the process of expansion and updating, in order to meet the current needs of these students.

The following lesson plan will form part of a scheme entitled Worldwide Myths and Legends, in which folklore is derived from different sources: English, American, Celtic, Roman and Greek, as well as folk and fairy tales. All of them are particularly suitable for the age of the students (12-13 years).

### - GENERAL LESSON AIMS -

Group 1 ESO / A (Linguistic Section)	<p>LENGTH OF TIME / LESSON: 50 MINUTES</p> <p>To understand general and specific information from written texts of a suitable level for the students' age.</p> <p>To identify basic conventions of narrative – descriptive texts.</p>
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### - 1 ESO ADVANCED CURRICULUM OBJECTIVES -

- 1 To use reading comprehension strategies: to identify in a text using textual and non-textual elements; to use previous knowledge on a topic and make predictions about the content inferring meaning from context.
- 2 To identify some characteristics and conventions of written language.
- 3 To produce a written text with the use of model writings, paying special attention to cohesive devices.
- 4 To show the correct usage of spelling and punctuation.
- 5 To place importance in the presentation of written texts.

#### Basic (Listening) Skills:

- All students will follow the basic - surface level meaning –of a legend set in Norfolk, England (who, where, when, what).
- All students will understand the basic elements:  
The setting (Norfolk), the characters (casket, vicar, students, mummy), the conflict (unexpected noises in a science room), the outcome (final discovery in the casket).
- All students will identify and understand the key vocabulary, describing the events and the noises involved, with clues in context and with the exercises proposed.

#### High Level Skills:

**Most students** will interpret the story at a deeper level; identify and understand the characters' roles and personalities, and the different steps in a conflict.

**Most students** will understand related vocabulary in the events mentioned.

**Some students** will pick up the main characteristics in legends, the author's intention and / or the morale. These will understand the structure and the elements in a narrative piece of writing.

- LESSON PROCEDURE -

TIME	Teacher Activity	Pupil Activity	Expected Outcome
5 min	I introduce the students the topic of archaeological findings, and brainstorm on related films like <i>Indiana Jones</i> and <i>The Mummy</i> .	Students activate their background knowledge on mummies (linked to Social Sciences).	To activate that legends are non-fiction narrative texts.
10 min	I draw some mind maps on the black-/whiteboard with topics such as <i>tomb</i> , <i>Egypt</i> , <i>explorers</i> , <i>sound verbs</i> ... and ask them to expand on related vocabulary. Some students can predict what it can be about and the setting.	Students activate their previous learning and predict the connections btw. the vocabulary and the story.	To pre-teach vocabulary related to mystery and archaeology and expand their vocabulary.
15 min	Students are asked to re-order a story, which is divided in 8 parts (pairwork).	Students identify key and reference words and guess the meaning of unknown words in context.	To be able to infer meaning of unknown words from context at word and sentence level. To follow surface information (what, who, where, when, how). To identify morphological elements (parts of speech, content and reference words).
15 min	Students are asked to skim the text to find key words and match them to their definitions. Then they will scan the text in order to answer comprehension questions.	Students answer the questions.	To show active understanding of a text by answering the questions.
5-10 min	Students are asked to write an alternative endings to the last paragraphs. They will start in class and complete the task as homework. Some can present it orally with a Word doc or a PPT.	Students produce their own final paragraph(s) using text and images (pairwork with the weakest students).	To produce a coherent alternative outcome, recalling the characters and past events and using the correct spelling and punctuation.

- RESOURCES / MATERIALS -

- Pupils are given a worksheet with the text of the legend in the form of jumbled paragraphs.
- An additional worksheet with questions.
- Text taken from <http://myths.e2bn.org/mythsandlegends/myths-and-legends.html>, where students can search for an additional glossary and listening of the tale.
- Word definitions from: *Longman Word Wise Dictionary*, 2000; *Oxford Dictionary of English* 2<sup>nd</sup> ed. Revised, 2005.
- Laptop / netbook with an overhead projector for the students' oral presentations.

- LEGEND -

## A Mummy's Tale

Following the discovery of Tutankhamun's tomb by Norfolk explorer Howard Carter in 1922, tales of mummies' curses had become very popular. Egypt's Valley of the Kings and various museums were central to these tales.

However, some twenty years or so before Carter's find, a mummy caused quite a stink - in Great Yarmouth!

In the early 1900s, St. Nicholas Church in Great Yarmouth had a school attached to it. In the school was a science room and in a corner of the science room stood an old mummy casket, donated by the school history teacher. The casket was used for teaching lessons on ancient civilisations and was believed to contain the remains of an Egyptian princess.

What a pong! This wasn't a giggling schoolboy-type smell. This was a stench from beyond the grave. It was first noticed in the science room and soon spread throughout the school. Lessons couldn't continue. The staff searched high and low but the stink remained. Nobody suspected the casket as it was completely sealed, wasn't it?

When no other cause of the nasty niff was discovered, it was decided that the seal of the casket might have been damaged. The contents would have to be removed and buried, but the school would keep the resealed casket.

The remains of the Egyptian princess were buried in St. Nicholas' churchyard during the dead of night, to avoid causing distress to the local folk. Disturbing ancient remains was bound to cause stories of ghosts and mummies' curses.

Some nervous volunteers helped the vicar dig a grave, break the casket seal and quickly tip the contents into a coffin. The casket was then resealed and returned to the school science room. The next day the smell had disappeared.

Some days later, the vicar was awoken by a steady tap, tap, tap at the vicarage door. He opened the door, expecting to find someone in distress, but found no one there.

"Boys!" he growled and returned to his bed.

Less than an hour later - "tap, tap, tap." This time his wife went with him to the front door. Once again, no-one was there. The vicar checked outside but he didn't find anything or anyone.

Over the next few nights the tapping continued. What could it be? The vicar spoke to his neighbours and discovered they were also hearing the tapping at night, and they were frightened.

A few nights later, a group of local people, taking a late night shortcut through the graveyard, heard a loud tapping coming from inside the church. Thinking somebody must be shut inside the building, they woke up the verger and asked him to unlock the door.

A lengthy search took place but no-one was found inside. However, as they were leaving the church, the tapping began again.

The next day a local policeman was called in. "Boys!" he growled. However, even with the policeman keeping a watchful eye on the local children, the tapping continued. It continued inside the church, it continued on the vicar's front door and it continued on the doors belonging to all those who had assisted in removing the contents of the casket.

It did not take long before gossip spread of the 'secret' burial of the Egyptian Princess. People began to believe that the spirit of the mummy had been disturbed. The phrase 'the tapping of the Egyptian mummy' became popular and ghost hunters and sightseers began to visit the church. The churchyard became so busy that the area had to be closed off.

Then, that pong returned to the science room. This time there was no doubt - it was coming from the casket. It would have to be opened again.

Rather than open the casket in secret during the night, this time it was opened in daylight. They broke the seal and peered nervously in.

To their surprise, the casket was not empty. Inside, still wrapped in bandages, was one of the mummy's arms! It seemed that in their hurry to bury the mummy, they had failed to notice that not all of her was tipped into the coffin.

Everyone agreed with the tired and exhausted vicar that the arm must be reunited with its owner. So the mummy was dug up and the arm carefully placed in the coffin with the rest of the body.

With the mummy finally at peace, the tapping stopped and the science room once again became a place fit for learning.

- WORKSHEETS -

## 1. JUMBLED PARAGRAPHS

Re-order the following story focusing on linking and repeated words:

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## 2. MATCHING EXERCISE AND COMPREHENSION QUESTIONS

Now read the legend again and find these words in the text. Match each word on the left to its definition on the right. Then practise by writing a sentence with every word:

- |             |  |
|-------------|--|
| 1. curse    | a. Laugh in a silly way because you're nervous or embarrassed.                         |
| 2. stink    | b. Make a deep angry sound, esp. a dog, or a bear.                                     |
| 3. casket   | c. Magical words that bring someone bad luck.  |
| 4. pong     | d. Worried or upset.   |
| 5. giggle   | e. Have a strong and unpleasant smell.   |
| 6. stench   | f. Small ornamental box or chest for holding jewels, letters, or other valued objects. |
| 7. niff     | g. Unpleasant smell.   |
| 8. distress | h. Gently hit something with your hand or an object.                                   |

- |               |   |
|---------------|---|
| 9. growl      | i. Strong, unpleasant smell.  |
| 10. tap       | j. To move, or move something, so that one side or end is higher.                 |
| 11. verger    | k. Official in a church who acts as a caretaker and attendant.                    |
| 12. disturbed | l. Very great worry or sadness.   |
| 13. peer      | m. Look at something carefully for a long time, esp. Because you cannot see well. |
| 14. tip       | n. A very strong unpleasant smell.  |

In this exercise you'll have to read the text more carefully (scan) to answer these questions:

1. What caused a great stink? Why?
2. What did they decide to do with the casket?
3. Why can you not disturb ancient remains?
4. How did the stench disappear?
5. When was the tapping heard? (repeated noise)
6. Where could it be heard?
7. What was opened again? Why?
8. How many actions and events are repeated in the story? Can you think of any other story –or tale- in which repetition is so important? Think of the effects it may have on the audience.
9. Write an alternative end to the story. Start your paragraph with the sentence  
**“It would have to be opened again....”**

- EVALUATION -

1. To identify the general idea and select specific information from literary texts suitable to the students' age, with the aid of textual and non-textual features.
  - I will observe that the students are answering the comprehension questions.
  - I will ask the weaker students to do the matching vocabulary exercise and follow surface information (who, what, when, where, how).

- I will recall vocabulary on the topic, and previous learning experiences to the stronger students, including those with multimedia resources (films...).
2. To write on a variety of topics texts to an adequate level and to the student's ability, with suitable support.
- I will observe that the students recall the characters and events involved and use them to predict an alternative outcome.
  - I will ask weaker students to write short sentences with elements from the story.
  - I will ask stronger students to present more elaborate pieces of writing with visual aids and / or multimedia resources.